

Landry-Walker began the implementation of a high school redesign plan over 18 months ago supported through participation in the Johns Hopkins Cohort. This strategic corrective action plan is grounded in improving post-secondary pathways for students while also specifically addressing the elements of the SPS.

Goals: SPS Indices Impacted	Corrective Action Steps	Objectives
Increase both the proficiency rate and progress rate on EOC	<ul style="list-style-type: none"> <li>Implement and support Tier 1 curriculum Spring Board by The College Board for mathematics in grades 9-12</li> <li>Implement and support Tier 1 curriculum Louisiana Guidebooks 2.0 for English Language Arts in grades 9-12 supported by the Striving Readers Comprehensive Literacy (SRCL) grant</li> <li>Provide early intervening services, Response to Intervention (RtI) services, and small group instruction for each academic subgroup (e.g. Students with Disabilities, Students with special learning needs, English Language Learners)</li> </ul>	<ul style="list-style-type: none"> <li>Increase proficiency rate on EOC Assessment to 50% or higher (Biology, Geometry, US History, English I, II and III) and maintain or surpass the 70% proficiency rate in Algebra *</li> </ul>
Increase average score on ACT / WorkKeys	<ul style="list-style-type: none"> <li>Provide standards-aligned student assessments and common metrics via LEAP 360, Spring Board, and LINK-IT every 4-6 weeks</li> <li>Provide real-time, aligned assessments to inform instruction, maximize weekly and monthly professional development and achieve academic goals</li> <li>Facilitate a shift in academic instruction to meet the needs of diverse learners</li> <li>Develop a manageable infrastructure for learning academies</li> <li>Establish and maintain a partnership with the School Leadership Center (SLC) for individualized student ACT support and preparation for mock ACT assessments on 8/18, 11/18 &amp; 2/19</li> </ul>	<ul style="list-style-type: none"> <li>Increase ACT composite from 15.7 to 18.5</li> <li>Aligned assessment data sources to develop individualized student goals to increase ACT / EOC outcomes</li> </ul>
Increase the Strength of Diploma	<ul style="list-style-type: none"> <li>Establish and maintain a partnership with YouthForce NOLA and the New Orleans Career Center for Industry Based Credentialing support, career exposure, internships, and scaling of CTE programming</li> <li>Conduct academic data reviews on formative and summative assessments as well as Industry Based Credential (IBC) earnings on a monthly and quarterly basis</li> <li>Strategically plan student schedules to increase number of Core Diplomas and Career Diplomas with IBC</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of Seniors earning IBC with TOPS University/Tops Tech &amp; Jumpstart Diploma types</li> <li>Implement inaugural AP courses in the area of (Human Geography, English Comp/Lit)</li> <li>Increase number of Career Diplomas with IBC **</li> </ul>
Improve the Graduation Rate	<ul style="list-style-type: none"> <li>Plan for, monitor and evaluate Carnegie unit attainment through academic data reviews, parent meetings, and early exposure to a variety of college and career choices</li> <li>Create a drop-out prevention team that meets monthly to monitor all data needs</li> <li>Implement "Campaign 80" to increase attendance through positive reinforcement/incentives</li> </ul>	<ul style="list-style-type: none"> <li>Increase school-wide attendance rate</li> <li>Increase the number of over age students attending Credit Recovery during 5<sup>th</sup> Block</li> </ul>

\*Spring Board Intensive Pilot for Algebra I caused LW to be the only high school in New Orleans to demonstrate gains of over 20% in a single year in Math.

\*\* LW has demonstrated growth in the number of Senior Class of 2018 earning basic and advanced credentials to approximately 19.6 percent.